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AUTHOR	Grotberg, Edith; And Others
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ABSTRACT

A summary of the second annual report of the Interagency Panel on Early Childhood Research and Development describes federally funded research in early childhood done in 1972, research plans for 1973, and long-range plans. Research programs are based on seven major areas: (1) the developmental process, (2) effect of primary environmental influences, (3) effect of broad social programs, (4) the global approach, (5) research to benefit all children, (6) research on methodology, and (7) the study of research planning and dissemination. The summary covers research reported by twenty federal programs, and includes data from 990 research projects, with a total budget of approximately $148.4 million. Number of projects and expenditures are charted for each of the federal programs. Discussion of future plans indicates expected areas of major emphasis. Also described are future activities of the Interagency Panel, designed to further research coordination. More detailed information can be found in document PS 006 759. ED 069 373 is the 1971 executive summary. (DP)

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TOWARD INTERAGENCY COORDINATION:

An Overview of Federal Research and Development Activities Relating to Early Childhood

Second Annual Report

Executive Summary

Prepared for
The Interagency Panel on
Early Childhood Research and Development

By

Edith Grotberg, Ph.D.

Ellen Searcy, M.A.

Barbara Sowder, M.A.

Social Research Group
The George Washington University
Washington, D.C.

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Participating Member Agencies of the Interagency Panel on Early Childhood Research and Development

Department of Health, Education, and Welfare (DHEW)

- Office of Child Development (OCD)
- National Institute of Child Health and Human Development (NICHD)
- National Institute of Mental Health (NIMH)
- National Institute of Neurological Diseases and Stroke (NINDS)
- Maternal and Child Health Service (MCHS)
- Social and Rehabilitation Service (SRS)
- Office of Education (OE)
  - Bureau of Education for the Handicapped (BEH)
  - Bureau of Elementary and Secondary Education,
    - Follow Through Program (BESE)
  - National Center for the Improvement of Educational
    - Systems (NCIES)
- Office of the Assistant Secretary for Planning and Evaluation (OASPE)
- National Institute of Education (NIE)

Office of Economic Opportunity (OEO)

Department of Agriculture (USDA)

Department of Housing and Urban Development (HUD)

Department of Labor (DOL)

INTRODUCTION

In the spring of 1970, the Office of Child Development convened an interagency group of Federal representatives to determine priority needs in early childhood research and to consider ways of obtaining broader coordination among the Federal agencies that conduct such research. As a result of these meetings, the Interagency Panel on Early Childhood Research and Development was formed as a means of achieving coordination of Federal research activities on a continuing basis. An Information Secretariat was established to assist the Panel in its work.

After preliminary information gathering and analysis in 1970, a major effort in 1971 was the publishing of the Panel's first annual report, an overview of agency research programs and plans. This report described research areas considered especially significant by the Panel, analyzed Federal research activities of fiscal year 1971 and made recommendations for future interagency research. The present document, the Panel's second annual report, carries the examination of possible areas of coordination and common interest even further. It describes research in early childhood that was funded in fiscal year 1972, the agencies' research plans for fiscal year 1973, and their forward plans for fiscal years 1974-1978. Both the FY '72 research program and the plans for the future are analyzed within the framework of early childhood research needs designated by the Interagency Panel.

In addition to the annual report, the Panel published in 1972 a number of state-of-the-art studies dealing with selected areas of concern to Panel members. These studies are reviewed in the main body of the second annual report and a list of their titles and those of other publications of the

Panel appears at the end of this summary. Another important activity of the Panel has been the refinement of the information classification system and the development of a computerized data bank to include information on additional research activities of Panel members.

One of the most significant occurrences since the publishing of the 1971 annual report has been the expansion of representation on the Panel. Reflective, perhaps, of the recognition of the growing need for inter-agency research coordination, the following agencies joined the Interagency Panel in 1972: the National Institute of Neurological Diseases and Stroke, the National Institute of Education, the Department of Agriculture, the Department of Labor, and the Department of Housing and Urban Development. (Data of the last four agencies, which joined the Panel most recently, will be available for next year's 1973 report.)

HIGHLIGHTS OF THE REPORT

Categories Used for Analysis

Both the description of Federal research funded in FY '72 and the analysis of agency plans for the future use the same major areas of research concern as the basis for discussion. The analyses are preceded in the report by a review of current issues relative to each of these areas, which have been designated by the Interagency Panel and are listed below.

I. The Developmental Process

II. The Effect of Primary Environmental Influences

III. The Effect of Broad Social Programs

IV. The Global Approach

V. Research to Benefit All Children

VI. Research on Methodology

VII. Study of Research Planning and Dissemination

Explanation of Categories

For the purpose of analysis, the major areas above were expanded into selected sub-areas. These are explained as follows:

I. Developmental Process--includes the following main aspects:

Cognitive Development--includes learning abilities, concept formation, basic process skills and communication skills;

Social-emotional Development--includes affective development and various aspects of socialization;

Physical Development--includes motor and psychomotor growth, as well as sensory and perceptual development.

II. Primary Environmental Influences--includes the effect on the development of family, home and neighborhood, i.e., the effect of immediate physical surroundings, and the influence of adults and children present in these surroundings.

III. Broad Social Programs--covers planned intervention programs, frequently carried out at the local community level, but broad enough in scope and effect to include a variety of health, education and welfare objectives. Three examples are child care, child advocacy, and educational technology. (The latter includes three subareas: television instruction, computer assisted instruction and individualized instruction.)

IV. Global Approach--includes research which produces information about the whole child as he exists in his life space. The studies included in this category may achieve this objective directly or indirectly and may cover only certain aspects of the total picture, as follows:

Child as a Whole Person--research which looks at the child as a total reactive entity or which attempts to integrate information about the development of the total child;

Developmental Processes--research which considers all three of the developmental processes in one study: cognitive, social-emotional and physical. Research which includes two processes in one study, i.e., cognitive and social-emotional development, are tabulated also;

Life Space--studies in which the focus is on the interrelatedness of all factors in a specific environment and their combined effect on children.

V. Research to Benefit All Children--includes the following categories:

Disadvantaged Children--covers children from low income families, i.e., socioeconomically disadvantaged children;

Handicapped Children--covers children with a variety of physical, intellectual and social-emotional handicaps, including the mentally ill child;

Other Children--covers those children not indicated to be members of the above two groups.

VI. Research Methodology--research which has the primary objective of finding better ways of conducting and evaluating research efforts; includes the development of test instruments for a variety of content areas and subject populations.

VII. Research on Planning and Dissemination

Research Planning--considers the best methods of planning for research, including studies to assist in setting research goals and the development of appropriate data bases for planning;

Research Dissemination--includes studies of the most effective ways of informing researchers and others of the results of completed research, as well as information about research which is ongoing.

Kinds of Research

These categories are included in the analysis of FY '72 data but not in the discussion of agency plans.

I. Basic Research--that research directed primarily toward the increase of knowledge, the improvement of understanding, and the discovery of basic relationships; not necessarily applicable to solutions of immediate problems.

II. Applied Research--results are intended to be more directly applicable to immediate problems than basic research findings; applied research may be derived from basic research or theory or may be empirical; it is aimed at showing how existing knowledge can be used in new and useful ways. In the overall analysis, applied research is considered as a category unto itself, as well as covering the following kinds of research:

Development--concerned with the construction of tests, systems, materials, media, equipment, facilities, and prototypes to provide for instrumentation of either basic or applied research;

PS 006760

Pilot Studies--small scale initial trials to determine the feasibility of conducting larger efforts, including the identification of possible problems;

Demonstrations and/or Replications--activities designed specifically to show the method of operation or applicability of a research or program model.

III. Evaluations--includes studies to assess overall project impact; to compare various models, strategies or materials; and to determine the cost-effectiveness of planned programs.

IV. Long-Term Research--research on the same individuals or groups with similar characteristics to determine the effects over time of natural events or planned interventions.

Analysis of FY '72 Research

The FY '72 early childhood research analysis covers research reported by 20 Federal research programs, sponsored by nine Federal agencies. It includes data from some 990 individual projects, with a total budget of approximately $148.4 million. The agencies covered and the number of research projects and amount of funding for each agency are shown below.

Programs and Funding in Federal Early Childhood Research by Agency, FY '72

		No. Projects	Millions
1.	Office of Child Development (OCD)	126	12.5
2.	National Institute of Child Health and Human Development (NICHD)	146	9.9
3.	National Institute of Neurological Diseases and Stroke (NINDS)	1	5.5
4.	National Institute of Mental Health (NIMH)	103	6.4
5.	Maternal and Child Health Service (MCHS)	40	3.0
6.	Social and Rehabilitation Service (SRS)	7	1.0
7.	OE, Bureau for the Education of the Handicapped (BEH)	207	21.4
8.	OE, National Center for Educational Research and Development (NCERD)	47	18.0
9.	OE, Follow-Through Program	29	10.7
10.	OE, Division of Bilingual Education	180	30.7
11.	OE, National Center for Educational Television (NCET)	6	8.7
12.	OE, National Center for Educational Communication (NCEC)	8	$530,528 (exact figure)
13.	OE, Right to Read Program	1	12.0
14.	OE, National Center for the Improvement of Educational Systems (NCIES)	35	4.4
15.	OE, Office of Program Planning and Evaluation (OPPE)	6	1.8
16.	Office of the Assistant Secretary for Planning and Evaluation (OASPE)	5	$361,200 (exact figure)
17.	Office of Economic Opportunity (OEO)	3	1.4
18.	OE, National Center for Educational Statistics (NCES)	2	$130,000 (exact figure)
19.	NICHD, Intramural Research	13	$247,000 (exact figure)
20.	NIMH, Intramural Research	23	(Funding figures not available)

Based on the grand total of the number of projects supported by all the agencies in FY '72, Table 3 shows the distribution of research in the priority areas designated by the Interagency Panel. It must be understood in examining the following Tables that the percentages do not designate mutually exclusive categories. The percentage of projects specified as including research on cognitive development, for example, may also include research on social-emotional development, child care, television instruction and disadvantaged children.

In Table 3, research concerned with cognitive development is shown as represented in the highest percentage of projects (45 percent), with research on various aspects of child care being conducted in 41 percent of the studies. Research in social-emotional development is increasing, as compared with cognitive development (included in 39 percent of the projects), and family-related issues and disadvantaged children are widely studied, in 37 percent and 36 percent of the projects, respectively. Those areas which were studied in 15 percent or fewer of the projects in FY '72 are the following:

-Cognitive and social-emotional development--in the same project

-Life space

-Cognitive, social-emotional and physical development--in the same project

-Whole child

-Health and welfare services

-Television instruction

-Research planning

-Child advocacy

-Computer-assisted instruction

Table 3. All Agency Distribution and Rank Order (By Percent) of Areas of Research, FY '72*

N = 990 projects

		Percent Rank
41 to 45%	-Cognitive Development	45%
	-Child Care and/or Preschool Education	41%
31 to 40%	-Social-Emotional Development	39%
	-Family Related Research	37%
	-Disadvantaged Children	36%
26 to 30%	-Handicapped Children	29%
21 to 25%	-Parent Training	24%
	-Research Dissemination	23%
16 to 20%	-Physical Development	18%
	-Educational Technology	18%**
	-Research on Methodology	16%
	-Individualized Instruction	16%
11 to 15%	-Cognitive, Social-Emotional Development	14%
	-Life Space	14%
6 to 10%	-Cognitive, Social-Emotional and Physical Development	6%
	-Whole Child	6%
1 to 5%	-Health and Welfare Services	5%
	-Television Instruction	2%
	-Research Planning	2%
	-Child Advocacy	2%
	-Computer-assisted Instruction	1%

*Percentages are based on the total number of projects and represent non-mutually exclusive categories. See text for explanation.

**Includes individualized instruction, television instruction and computer-assisted instruction.

The first four areas in the above list are those representing the "global" approach or holistically-oriented approach to research recommended by the Panel. The analysis of plans for early childhood research shows that the agencies intend to give more support to holistically-oriented research in the future, as well as to some of the other areas the above list suggests may need additional support. (See below for discussion of research plans.)

Tables 5, 6 and 7 deal with kinds of research, rather than areas of research. The percentages represent projects for which the primary thrust of the research was indicated to be basic, applied, evaluation, or "other" research.* In other words, the categories are not mutually exclusive. These Tables show a very heavy preponderance of FY '72 support going to applied research--both in number of projects and funding level. Basic research comes closest to applied research in numbers and funding, with about 29 percent of all the projects and 15 percent of the total funding supporting basic research. Evaluation (six percent for both numbers and funding) and "other" research (2.6 percent of total projects; 1.4 percent of funding) come far below the 62 percent and 77 percent figures which represent, respectively, the amount of the total effort and total funding given to applied research.**

*Applied research includes development, demonstration and pilot studies, plus 49 studies classified as "applied" without further differentiation. "Other" kinds include state-of-the-art studies and surveys; summaries and analyses of existing data; conferences and symposia.

**Evaluation is frequently included as one phase of a research project. The percentage for Evaluation as used here stands for studies in which the major concern was to evaluate.

Table 5 *

PER CENT OF TOTAL NUMBER OF RESEARCH PROJECTS
BY KINDS OF RESEARCH, FY '72

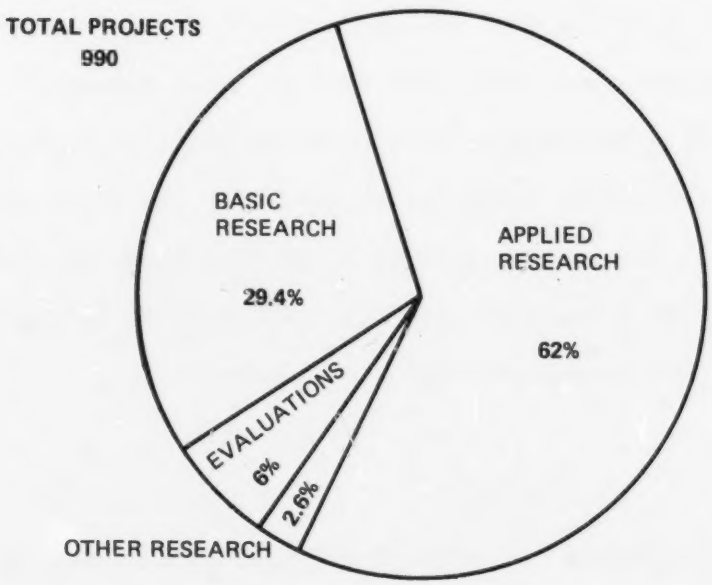
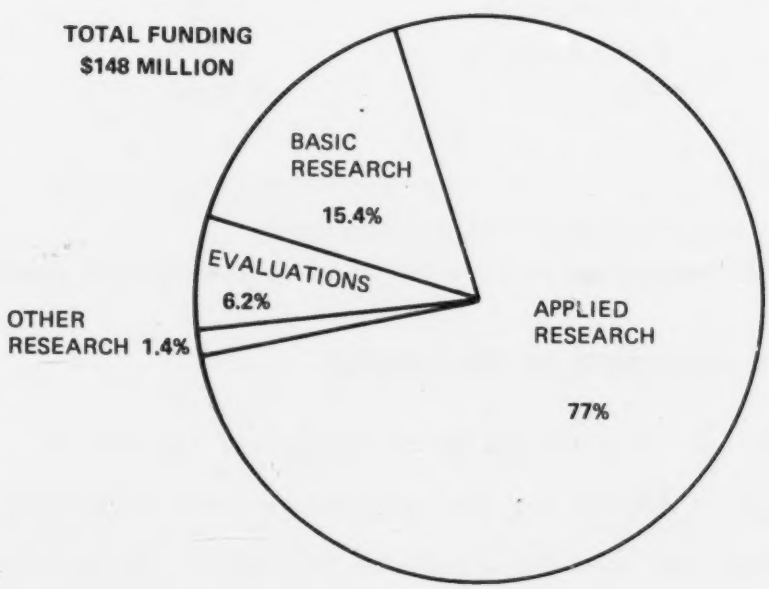


Table 6 *

PER CENT OF TOTAL FUNDING BY KINDS OF RESEARCH
FY '72



*Percentages represent non-mutually exclusive categories.

The relatively high expense of applied research as compared with other categories is made clear in Table 7. For example, while there were about twice as many projects in the applied research category as in basic research, the budget for applied was about five times that for basic research. (Demonstrations as a major subcategory of applied research, represent about one-third of the total research effort and 45 percent of the funding.) The question as to whether more support needs to be given to basic research and kinds other than applied, is one which the Panel may study as it continues its efforts to coordinate Federal research across agencies.

Table 7

Comparison of Total Projects and Funding by Kind of Research, FY '72*

N=990		Total=$148,415,262
% of Projects	Kind of Research	% of Funding
62.0%**	Applied Research	77.0%**
(25.0%	Development	29.0%)
(32.0%	Demonstration	45.0%)
29.4%	Basic Research	15.4%
6.0%	Evaluations	6.2%
2.6%	Other	1.4%

*Percentages represent non-mutually exclusive categories.

**Development and demonstration figures included in total for applied research.

Future Research of the Agencies

The analysis of the FY '73 plans and forward plans (FY '74-'78) of agencies conducting early childhood research suggests that the recommendations of the Interagency Panel have had a positive influence. The areas in

which Panel members intend to make major future thrusts are shown in Tables 8 and 9. In several of the areas designated as priority research areas by the Panel, one or more agencies is planning a significant research effort in FY '73 or beyond.

For example, the Tables show an increased effort planned in longitudinal studies. The interest of the Interagency Panel in this area is reflected in a statement made available by the Panel concerning the importance of longitudinal research, particularly that which includes an intervention component, and in the Panel's urging that the member agencies give longitudinal/intervention studies high research priority. (See the statement issued by the Interagency Panel dated October, 1972.)

Holistically-oriented research, including research related to the "total child" and to the child's "total life space," has increased both in the FY '73 and the FY '74-'78 planning. Also, more of the agencies represented are planning to increase research in social-emotional and physical development, while giving less attention to the study of cognitive development as an element unrelated to other aspects of child growth. This reiterates the intent to study the child reacting as a total entity to the forces and influences of the environment. Again, focusing on interacting environmental influences, the study of advocacy efforts appears with increasing frequency as a priority area among the agencies. Generally speaking, advocacy is seen as a mechanism to improve the delivery of services to children and their families. The research focuses on determining needs and the best kind of system for delivering a combination of services.

There is a growing concern to improve the research process itself. This is represented by the number of agencies that are planning to put more

Table 8

AGENCY REVISED PLANS FOR MAJOR RESEARCH EFFORT IN FY '73, KINDS AND AREAS OF RESEARCH[1]

Areas of Research	OCD	NICHD	NIMH	MCHS	SRS	NIE[2]	BEH, OE	BESE, OE	NCIES, OE	NINDS	OEO	NCET*, OE	USDA
Development Processes													
Cognitive Development	x	x	x			x		x		x	x		
Social-Emotional Development	x	x	x		x	x		x			x		x
Physical Development	x	x	x	x				x		x	x		x
Whole Child	x		x		x	x	x	x		x	x		x
Environmental Effects (includes Ecological)													
Primary Environment	x	x	x			x		x			x		x
Social Programs	x		x	x	x						x		x
Child Advocacy	x		x	x	x		x						x
Child Care & Preschool Ed.	x		x	x	x	x	x	x	x		x		x
Family Involvement	x		x	x	x	x	x	x	x		x		x
Community Involvement	x		x	x	x	x	x	x	x		x		x
Combined Influences	x	x	x	x	x	x	x	x			x		
Life Space	x	x	x										x

Table 8 (Cont'd.)

	OCD	NICHD	NIMH	MCHS	SRS	NIE[2]	BEH, OE	BESE, OE	NCIES, OE	NINDS	OEO	NCET*, OE	USDA
Research Planning	x		x		x	x		x			x		
Research Dissemination	x	x	x		x	x	x	x	x				x
Research Methodology	x	x	x	x		x		x		x	x		x
Research Population													
Low-income children	x	x	x		x	x		x	x	x	x		x
Average-income or all children	x	x	x					x		x			x
Handicapped		x	x	x	x		x	x		x			
Individualized Instruction	x					x		x					
Television Instruction	x		x			x	x	x				x	x
Kinds of Research													
Basic Research	x	x	x			x				x	x		x
Applied Research	x	x	x	x	x	x	x	x	x	x	x		x
Evaluations	x		x	x	x	x		x			x		x
Longitudinal Studies	x	x	x	x	x	x		x		x	x		

[1]Areas of expected major thrusts are indicated. The x-marks represent planned efforts in a particular area.

[2]Over 75 percent of the FY '73 plans consist of activities initiated by OE.

*The National Center for Educational Technology (NCET), although not represented on the Interagency Panel, is conducting greatly expanded research on television programs for children.

Table 9

AGENCY FORWARD PLANS FOR MAJOR RESEARCH EFFORT FOR FY '74-'78, KINDS AND AREAS OF RESEARCH[1]

Areas of Research	OCD	NICHD	NIMH	MCHS	SRS	NIE	BEH, OE	BESE, OE	NCIES, OE	NINDS	OEO	NCET*, OE	USDA
Development Processes													
Cognitive Development	x	x	x			x		x		x	x		x
Social-Emotional Development	x	x	x		x	x		x			x		x
Physical Development	x	x	x	x				x		x	x		x
Whole Child	x		x		x	x	x	x		x	x		x
Environmental Effects (includes Ecological)													
Primary Environment	x	x	x			x		x			x		x
Social Programs	x		x	x	x				x		x		x
Child Advocacy	x		x		x		x		x				x
Child Care & Preschool Ed.	x		x	x	x	x	x	x	x		x		x
Family Involvement	x		x	x	x	x	x	x	x		x		x
Community Involvement	x		x	x	x	x	x	x	x		x		x
Combined Influences	x	x	x	x		x	x	x	x		x		x
Life Space	x	x	x										

Table 9 (Cont'd.)

	OCD	NICHD	NIMH	MCHS	SRS	NIE	BEH, OE	BESE, OE	NCIES, OE	NINDS	OEO	NCET*, OE	USDA
Research Planning	x		x		x	x		x			x		x
Research Dissemination	x	x	x		x	x	x	x	x				x
Research Methodology	x	x	x	x		x		x		x	x		x
Research Population													
Low-income children	x	x	x		x	x		x	x	x	x		x
Average-income or all children	x	x	x			x		x	x	x			x
Handicapped		x	x	x	x	x	x	x		x			
Individualized Instruction						x		x	x				x
Television Instruction	x		x			x		x				x	
Kinds of Research													
Basic Research	x	x	x			x		x		x	x		x
Applied Research	x	x	x	x		x	x	x	x	x	x		x
Evaluations	x		x	x		x	x	x	x		x		x
Longitudinal Studies	x	x	x	x		x		x		x	x		x

[1]Areas of expected major thrusts are indicated. The x-marks represent planned efforts in a particular area for FY '74-'78.

*The National Center for Educational Technology (NCET), although not represented on the Interagency Panel, is conducting greatly expanded research on television programs for children.

effort into studying the methodology of the research process and into ways to improve the dissemination of research results. With regard to dissemination, more attention will be given to effective ways of disseminating and implementing research findings in actual real-life situations. As part of the problem of research methodology, each agency is aware of the difficulty of the assessment of programs, interventions, changes in behavior, etc., which results from the present limited measurement instruments. The agencies are increasingly clarifying the dimensions of the problem as well as providing more support to find solutions.

Thus many of the areas indicated as being studied in relatively few agency projects in FY '72 will receive greater support in the next several years. However, three areas identified as being critical may need additional consideration and support. These are: (1) research conducted to aid in policy decisions or planning for future research; (2) research concerning all children as contrasted with special groups (i.e., the low-income and handicapped); and (3) research using mass media and TV. With respect to planning, the activities of the Interagency Panel itself represent the recognition of the need for improvement in this area and provide a mechanism for the planning and coordination of Federal research.

More detailed analyses of agency plans can be derived by studying Table 11 which shows agency forward plans for studying specific research questions within the major categories. (See Appendix.) By noting the areas where increased effort is planned, it is possible to perceive directions in which the agencies are moving. For example, Table 11 shows that in FY '74-'78, some agencies will move in the direction of research on infancy, including intervention strategies, cognitive skills development,

effects of nutrition and maternal drug abuse. This shift is consistent with present national concerns for day care and the present limited amount of information on programs for infants.

There will be increasing research emphasis on the effects of several primary environmental influences. Six specific issues within this area are identified for future study. This change is consistent with the increasing realization that one intervention endeavor, or one service, or one aspect of child study is insufficient for understanding either child development or the variety of possible intervention results. The shift toward studying the effects of the community and broad social programs on child development again reflects an awareness of the many factors in a child's life and environment that affect his development. The generally increased effort planned in studying the child, by a global approach, as well as examining the combined and comparative effects of programs on children, is consistent with the increased awareness of a need to study the total child in his total environment.

FUTURE TASKS OF THE INTERAGENCY PANEL

New Approaches to Coordination

While the Interagency Panel will continue to share information and utilize the mechanisms already established to facilitate interagency coordination of early childhood research, it is involved in a number of new activities which are expected to further continue the work of research coordination. Four of these activities are described briefly below.

Linkage with Newly Established Interagency Panel for Research and Development on Adolescence

This Panel was formally established in October, 1972. It will address itself to the problem of interagency coordination of research and development much as does the Early Childhood Panel. The linkages between the two Panels will consist of: (a) sharing the information system and modifying it to accommodate the new classifications for data on adolescents; (b) extending upward the age of focus from eight through age nine for the Early Childhood Panel and extending downward to age 10 the focus for the Panel on Adolescence. The two Panels will have periodic joint meetings, share documents, and examine the research field more comprehensively.

Special Interest Area Meetings

A series of meetings are to be held on special interest areas to which member agencies are making research funding commitments. The pattern for the meetings is to select a special interest area (e.g., home focused programs, longitudinal/intervention research), and to invite those agencies involved with the special interest area. All members of the Interagency

Panel may attend and bring other interested and concerned persons from their agencies. Information concerning ongoing and planned research in the special interest area is provided to and by the participants for sharing and discussion. Initial meetings may be followed by other meetings with groups or individuals, to be invited to provide further information. The goal of these efforts is to assist agencies in continuing to move toward greater coordination of research planning and support.

De Novo Focus on the Family

The Interagency Panel is addressing itself to the theme of The Family as a guide for considering research planning and coordination of the member agencies. The Panel will examine current and planned efforts of the agencies as well as approach the issues relating to The Family from a fresh conceptual level. A series of conferences, position papers and descriptions of funded research will comprise some of the activities leading toward an overall plan for coordinated research of the member agencies concerned with The Family.

Establish Linkages with Non-Federal Research Sponsors

The Interagency Panel will continue to examine non-Federal research efforts in the field of early childhood development to determine areas of focus, and is increasingly relating these efforts to Federal planning and activities. It plans to establish linkages with organizations and professional groups involved with non-Federal research so that there will be a broader sharing of information. The mechanisms for this effort have yet to be worked out.

The continuing and ultimate goal of all these efforts is to assure that the nation's children will benefit by the most effective allocation of Federal research resources, an allocation that will yield the most relevant research information about the development of young children.

DOCUMENTS PREPARED FOR THE INTERAGENCY PANEL ON

EARLY CHILDHOOD RESEARCH AND DEVELOPMENT

By Social Research Group,
The George Washington University, Washington, D.C.

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood and Recommendations for the Future, and Executive Summary. Stearns, Searcy and Rosenfeld. October, 1971.

The History and Current Status of Federal Legislation Pertaining to Day Care Programs. Searcy and Ouellet, November, 1971.

A Review of the Present Status and Future Needs in Day Care Research. Chapman and Lazar, November, 1971.

Legislative Mandates for Early Childhood Research. Searcy and Ouellet, December, 1971.

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Appendix

Table 11

Changes in Research Effort for Agencies for FY '74-'78 Forward Planning
Using FY '73 as Basis for Comparison

+ = increased effort
L = decreased effort
* = same amount of effort
0 = no activity

I. The Developmental Process

A. The Development of Cognitive Ability	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
1. Generalization of knowledge and skills and application to new situations	*	*	*	0	0	+	0	0	0	+
2. Resolve discrepancies between theories of cognitive development	*	*	*	0	0	+	0	0	0	0
3. Cognitive skills development in infancy	L	+	*	+	+	+	0	+	*	+
4. Curriculum for cognitive skills development	0	0	*	+	0	*	+	*	0	0
5. Physiological underpinnings of cognitive development	0	+	*	*	0	0	0	0	0	0
6. Nature of learning styles	0	*	*	0	0	+	+	*	0	+
7. Reading and ethnic differences	0	0	*	0	0	*	0	*	*	+

I. The Developmental Process, cont'd.

B. Social and Emotional Development	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
1. When children become attached to others, to whom and how intensely	*	*	*	0	+	*	0	+	0	*
2. How children's imitation and play affect the formation of self-image and social identity	+	*	*	*	0	0	0	+	0	+
3. How cultural and subcultural variations within our own country affect differences in children; their effect on adjustment to the dominant culture	0	*	*	0	*	0	+	+	0	+
4. Natural development of children's moral and ethical behavior	*	*	*	0	L	0	+	+	0	+
5. Motivation	*	*	*	+	+	+	+	+	0	+
6. Intervention strategies for infants	0	0	*	*	+	+	0	+	0	+
7. Social and educational effects of busing	0	0	0	0	0	0	0	0	0	0
8. Development and prevention of racism	*	*	*	0	0	0	0	0	0	0
9. Detection and treatment of mental illness	0	0	*	*	0	+	0	0	0	+

I. The Developmental Process, cont'd.

C. Physical Development	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
1. Genetic and maternal-environmental events affecting fetal development	0	+	*	+	0	0	0	0	*	0
2. Causes of premature birth and birth defects; infant mortality	0	+	0	+	0	0	0	0	*	0
3. Effects of maternal and child nutrition on pre- and post-natal child development	*	+	*	+	0	0	0	0	*	+
4. Studies associating childhood diseases with the child's own life space	0	0	*	0	0	0	0	0	*	+
5. Effect of maternal drug abuse on newborn children	0	+	+	+	0	0	0	0	*	+
6. Physical education and recreation for handicapped children	0	0	*	*	0	*	0	0	0	0
7. Institutional barriers to service acceptability**				+						

**MCHS has added this area of focus for increased attention.

II. Effect of Primary Environmental Influences

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. Effect of urban, suburban or rural life on the young child	0	+	+	0	0	0	+	+	0	+
B. Specification of what ghetto and slum living means to children's physical and mental development	0	*	*	*	*	0	+	+	*	+
C. How global environmental variables are mediated to the child through more proximal agents	*	*	*	0	*	0	+	+	0	0
D. How family characteristics (e.g., size, stability, cultural values) affect child development	+	+	+	*	+	0	+	+	*	+
E. Changing role of the family in U.S. society and its effects on children	+	*	+	0	+	0	0	0	0	+
F. Impact on children of the formal learning situation of the schools compared with learning at home	0	0	*	0	0	+	+	+	0	0
G. Interventions for promoting stable family life	+	0	*	0	+	0	0	0	0	+
H. Individualized and diagnostic instruction	0	0	*	0	0	+	+	*	0	0
I. Long-term demonstration of individualization principles with high probability of successfully raising achievement scores	*	*	*	0	0	+	+	*	0	0
J. Provision of health care in school setting**				+						

**MCHS had added this area of focus for increased attention.

III. The Effect of Community and Broader Social Programs

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. Impact of day care experiences--for better or worse--on child development	+	0	+	+	+	+	0	+	0	+
B. How various amounts of separation from home affect children of different ages	+	*	0	+	0	L	0	+	0	0
C. Effects of parent involvement on day care and preschool education	*	0	+	0	*	+	+	+	0	+
D. Training needs for day care staff	+	0	+	+	0	+	+	+	0	+
E. Long-range effects of various day care and preschool program characteristics	+	0	+	0	+	+	+	+	0	+
F. Impact of day care health services	*	0	+	+	0	+	0	0	0	+
G. Impact of maternal and child health programs	0	0	*	+	0	+	0	0	*	+
H. Impact of programs for handicapped and mentally retarded children	+	*	+	*	+	+	+	0	0	+
I. Innovation in the delivery of nutritional and health care	*	0	0	+	0	+	0	0	0	+

III. The Effect of Community and Broader Social Programs, cont'd.

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
J. Coordination of medical services	*	0	*	+	0	+	0	*	0	0
K. Studies of effective program elements in Head Start, Follow Through, compensatory education programs	*	0	*	0	+	*	+	+	0	*
L. Training methods which will make effective skills available to early childhood teachers	*	0	*	0	0	+	+	+	0	0
M. Training methods which will make effective child-rearing and instructional skills available to parents	*	0	*	0	0	+	+	+	0	+
N. Follow-up programs for studies of earlier preschool programs	*	0	*	0	0	*	+	0	0	+
O. Alternatives to day care and compensatory education programs	0	0	*	0	0	0	+	0	0	+
1. Parents as teachers	*	0	*	0	+	+	+	+	0	+
2. Older children as teachers	*	0	0	0	0	+	+	0	0	+

III. The Effect of Community and Broader Social Programs, cont'd.

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
3. Training teens for parenthood	*	0	*	0**	+	0	+	*	0	+
4. Combination of home and day care centers	*	0	*	0	0	+	+	+	0	+
5. Effects of parental income maintenance on children	0	0	0	0	*	0	0	+	*	+
6. Impact of employment programs for parents on child development	0	0	0	0	+	0	0	+	0	+
P. Effects on children of housing programs	0	*	0	0	0	0	0	+	0	+
Q. Effects on children of basic changes other than above in living conditions	0	*	*	0	*	0	0	+	0	0
R. Effects and effectiveness of television as a medium of instruction	*	0	*	0	0	+	0	0	0	+
S. Child advocacy programs	*	0	*	0	0	+	0	0	0	+

**MCHS is training teams as health aides and advocates with increased effort.

IV. The Global Approach and Combined and Comparative Effects

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. Whole child, i.e., the child as a total entity	0	+	+	+	*	+	+	+	*	+
B. Total life space; ecological studies	+	+	+	0	0	+	+	+	0	+
C. Comprehensive programs or settings (effects of combinations of elements in primary environment)	*	0	+	0	L	+	+	+	0	+
1. Comprehensive, validated child care and education models for infants	*	0	*	0	0	+	0	+	0	+
2. Comprehensive, validated child care and education models for toddlers	*	0	*	0	0	+	0	+	0	+
3. Comprehensive, validated child care and education models for preschool-age children	*	0	*	0	L	+	+	+	0	+
4. Comprehensive, validated child care and education models for elementary school-age children	*	0	*	0	0	+	+	0	0	+
D. Combined and/or comparative effects of social programs	0	0	*	0	+	*	+	+	0	+

V. Research to Benefit all Children

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. What is a fair distribution of funds for child development and child development research across socio-economic levels and cultural backgrounds	0	0	0	0	0	0	+	0	0	0
B. What works in education and family care for middle class children	0	0	0	0	0	*	0	0	0	*
C. What works in education and family care for the bright and able (gifted) child	0	0	0	0	0	*	0	0	0	*
D. Which different combinations of programs will benefit children with different backgrounds and home environments	*	0	+	0	0	+	+	+	0	+
E. Negative consequences for minority children of the manner in which special services are delivered	0	0	+	0	+	*	+	*	0	*
F. Measures of adaptive behavior which take into consideration the unique life style and culture of different ethnic and social groups	+	*	*	+	*	*	+	*	0	+
G. Curricula for specific kinds of various ethnic groups	*	0	0	0	0	*	+	+	0	0

VI. Research on Methodology

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. Program evaluation procedures for analyzing complex situations containing many variables	*	0	*	*	+	*	+	+	0	*
B. Program evaluation methods which measure the relation of specific inputs to performance	*	0	*	*	+	+	+	+	0	+
C. Systems to insure that the criteria used to measure success are relevant to program characteristics	*	0	*	*	+	+	+	+	0	+
D. The refinement and development of techniques of carrying out behavioral observations in natural ongoing situations	*	0	+	0	0	+	+	+	0	+
E. Methodology of longitudinal research	*	*	+	*	+	+	+	+	*	+
F. Improving measures of young children and infants	*	*	*	*	0	*	+	+	*	+

VII. Study of Research Planning and Dissemination

	OCD	NICHD	NIMH	MCHS	SRS	OE	NIE*	OEO	NINDS	USDA
A. Conferences or studies relating to Federal research goals	*	*	+	+	+	+	+	0	0	+
B. Studies of goals for child development	+	*	+	0	0	*	+	+	0	+
C. Studies of diffusion, dissemination and utilization of research results	+	*	+	+	+	+	+	+	0	+